

CHAPTER I

INTRODUCTION

This chapter presents the background of the study followed by research problem. Next, objective of the research, research hypothesis, and the significance of the research are stated, scope and limitation of the problem with definition of key term.

A. Background of the Research

Language is one of the important parts in human life because language is a symbol to express the human thought and feeling. The symbol can be oral, written or perhaps gesture and body language. The communication can be received by other that the use of language was meaningful and easy to understand. Now, some people try to learn and communicate with many languages in their life, not only in their mother tongue but also in other language.

Many reasons why some people want to learn about foreign language. Firstly, benefit for their job. Secondly, useful for communicate in their society or just want to can communicate well. In addition, English become life style in the society. That's why in Indonesian education put some foreign languages in education level in Indonesia, especially English language. In fact, English is one of the foreign languages that most learned and should be taught in schools by Indonesian government. In other word, English is one of the subjects that became compulsory subject in Indonesia education.

The process of study foreign language especially English from the process of language acquisition, language understanding, language perception until production of language for some people or students are not easy. They have to competent in complete skill to achieve good competences in English subject. Not only competent in communication but also they must competent in listening, reading and writing skill to have good score in final examination.

One skill that is reputed as easy activities by some people is reading. But, in fact, for students reading are one of the skills that rather complicated and complex because as a reader, the students were asked to understand the text by looked for the meaning of the text from their perception, determine the main idea, until they have to answer some questions of the text. Thus, they have to aware with some distractors in the text to have a good answer. Every student has their way to read the text like skimming, scanning, reading aloud, etc. to made easier them to look for the meaning of the text.

In the past fifteen years, many have argued that reading is the most important academic skill for second language students. Given the portability of books and other reading materials, reading is gradually being recognized as a valuable source of language input, particularly for students in learning environments in which fluent speaker of English are generally not available to provide language input (Celce-Murcia, 1991).

Many factors or problems can influence the learning process. Not only by the teacher a learning process can run well, but also the factors or problems were faced by the students or people when learning language can

come from the inside and outside of the students itself. The factors that came from inside are IQ, talent, motivation, attitude, aptitude includes interest (Purwanto, 1996:107). In addition, According to Arifudin (2013:269) states that, in general, study of second language involved two set of intellectual ability equipments that commonly known by the intelligence and talent. While the factors came from the outside are family, school, and society (Slameto, 2010:54).

Furthermore, according to Suryabrata as cited in Surip (1994:1) there are two factors also that influenced the learning process. Those are classifies external factor into two categories. It includes environment which is related to nature and society, and an instrumental factor which refers to curriculum, program, facilities and teachers. Meanwhile, the internal factor is divided into physiological and psychological. Physiological factor concerns with condition and five senses. Whereas, psychological focuses on talents, interests, intelligence, motivation, ability and cognitive. All of the factors are very influence of the student's achievement in learning process especially in reading comprehension.

Based on the statement above, intelligence is one of the internal factors that influents the learning process. Intelligence is a gift and has a standard measure. It is intelligence quotient (IQ). According to Sabri (1996:197), IQ is a measure of someone's intelligence that is determined by the result of an intelligence test. Intelligence quotient (IQ) is defined as "the global capacity to act purposefully, to think rationally, and to deal effectively with one's

environment” (Wechler, 1958:34). For many years, the results of IQ tests were used as the predictor of student’s success in an academic setting moreover some people believe that people who have high IQ can success in their life.

Many assumptions from society that person have high IQ, he or she is smart in academic sector, like in math, linguistic, science, social and another and he or she like reading to increase their knowledge. This assumption may not true or may be true because there are many kinds of intelligence itself. According to Gardner (1993:15), there are seven kinds of intelligence, namely; (1) linguistic intelligence that pertains to the ability to use an understand language, (2) logical-mathematical intelligence that is related to solving problems that involve step by step reasoning or mathematical relationship, (3) spatial intelligence that helps a person to visualize three dimension pictures, (4) bodily-kinesthetic intelligence that refers to the ability to mastery over the motions one’s body, (5) interpersonal intelligence that is related to understanding of oneself, (6) intrapersonal intelligence that is related to understanding of others, (7) musical intelligence that pertains to learning to play musical instruments, interpreting, and composing music. All of the intelligence gives contribution in the human life with the different percentage.

The schools in Indonesia, like in elementary school, junior high school and senior high school even vocational high school, apply program acceleration, that demand their student can finish their study only in two years.

Therefore, that school focused on student's IQ. Their IQ established their study. Everyone who has higher score in IQ almost find no trouble to study different with the lower one. So that student that has high IQ expected can graduate in two years by entered in acceleration class.

Unfortunately, in Tulungagung only certain school that there is acceleration class and always testing the student's IQ before students choose their major in school. MAN 1 Tulungagung is school that always applies this method to know about students' skill and interest before they establish their decision to choose the major. Besides, the students can enter in acceleration class if their IQ is high. The major that exist the acceleration class is science and social. In addition, the students that have average or moderate IQ or perhaps low IQ, they can enter in regular class.

From the score of student's IQ, the researcher want to know is there any correlation between student's Intelligence Quotient (IQ) in their reading comprehension skill. There is reason why the researcher wants to know the correlation between them. That is only the researcher's expectation, that students have high IQ, they also good in reading. In some research said that there was high correlation between IQ and English achievement. As like the research from Ni'matul Husnia entitle "The Correlation between Intelligence Quotient (IQ) and Students' English Learning Achievement in MAN Tulungagung 1 at the first grade in academic year 2013/2014". The result showed that the total score of the research is 0,778. It means that this research has high correlation.

Significant different be given by other research from Ratna Angela Putri entitle “The Correlation between Intelligence Quotient and Student’s Achievement in Learning English at The First Year Students of SMPIT NURUL FIKRI DEPOK”. The result of this research showed that the score is 0,213. It means that this research has low correlation.

Both the research has significant different result, whereas the variable was the same. This problem can made the people or society may confused about the truth if they knew about this case. Whether the Intelligence Quotient influent the student’s achievement in learning English language or not. Thus, the society just assumed by their selves about this case.

From those result of previous study, the researcher took reading skill as the different variable to correlate with intelligent quotient. The reason why the researcher changed the variable, because the researcher thought with the specific skill the real of student’s ability can be seen clearly. Therefore, the researcher would like to know the contribution that given by IQ on students’ reading comprehension in this study entitle “The Correlation Between Intelligence Quotient (IQ) and Students’ Reading Comprehension Skill in The First Grade at MAN 1 Tulungagung in Academic Year 2016/2017”.

B. Research Problem

On the basic of the background of the study, the researcher wants to know “is there any correlation between Intelligence Quotient (IQ) and Students’ Reading Comprehension Skill in The First Grade at MAN 1 Tulungagung in Academic Year 2016/2017?”

C. Objectives of the Research

Based on the problem above, the aim of the study can be stated “to know whether there is any correlation between Intelligence Quotient (IQ) and Students’ Reading Comprehension Skill in the first grade at MAN 1 Tulungagung in academic year 2016/2017”.

D. Research Hypothesis

There are two kinds of hypothesis, they are alternative hypothesis and null hypothesis:

1. Alternative hypothesis (H_a)

There is correlation between Intelligence Quotient (IQ) and Students’ Reading Comprehension Skill.

2. Null hypothesis (H_0)

There is no correlation between Intelligence Quotient (IQ) and Students’ Reading Comprehension Skill.

E. Significant of the research

The results of the study are expected useful for some sides:

1. The student

From the result of this study, the student should not proud only with their high IQ. They have to know whether their IQ can influence in all of the courses or not.

2. The teacher

It is expected that the teachers were able to arrange a fun learning strategies in all of the class that can be addressed properly by the students so as to obtain maximum learning result. Besides that, the teachers have to give motivation to their student constantly. So that, the student can increase their ability in study.

3. Other researcher

It is hope that this research will be any value to other researcher that wants to conduct further research in the similar topic. This research may useful as the references.

F. Scope and Limitation of the Research

This research focuses on correlation between students' IQ and their reading comprehension skill at MAN 1 Tulungagung in the first grade. The scope of this study is score of students' IQ and the score of reading test of the student.

This reseach is limited only on the students' reading ability not discuss all of the skills. In addition, from the IQ test, the researcher did not show the detail information about the tools that used to test students' IQ by Pusat Layanan Psikologi Universitas Negeri Malang at MAN 1 Tulungagung, and for the information, the IQ score can be change. In this case, the researcher not sure that the students' IQ score from the starting test until the researcher conduct the research, the score is still the same.

G. Definition of Key Terms

To avoid the perception and similarity concepts in interpreting the term it is necessary to emphasize some terms as follows:

1. Intelligence Quotient (IQ)

Intelligence Quotient is a number used to indicate a person's intelligence. A person's IQ is based on a comparison of his or her score on an intelligence test with the scores of others on the same test.

In this research, the researcher took the students' final IQ score from the school's documentation to correlate with reading comprehension skill score.

2. Reading comprehension

According to Grabe in Richard (2002:277) "reading for comprehension is the primarily purpose of reading (through this is sometimes overlooked the student are asked to read overly difficult texts); raising student awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension".

In this research, the researcher used test to take the score of students' reading comprehension skill.